EDUC 632

*Measurement, Assessment, and Action Research for the 21st Century*

**Instructor**:

Name:

Email address:

Phone numbers –

Gardner-Webb University

Technical Support for the Blackboard (886-523-9982) and GWU Help Desks (704-406-4647).

**Texts**

* *Pearson Custom Education: Measurement, Assessment, and Action Research for 21st Century*. (2011) Boston, Massachusetts; Pearson Learning Solutions*.*
* *Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education, ISBN 10: 1-256-32560 – 0*
* *A Short Guide to Action Research, 4th edition, ISBN – 13: 978-0-205-50931-7*
* Various articles

**Course Description**

*EDUC 632:* Survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices.

Effective leaders are key to effective schools. Applying the theories and research of measurement and assessment will help candidates to collect, analyze and interpret data, apply them in the classroom and use them to develop as teacher leaders of 21st Century schools that produce 21st Century Learners.

A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

This hybrid class will provide 6 semester hours of credit when completed. The course consists of 4 hours of face-to-face time each week and there is an additional part of the class that is on line (a minimum of 2 hours). All students are expected to complete all components for the weekly face-to-face and on line portions of the class for full credit.

**Attendance**

Class attendance is expected. Unavoidable absences should be discussed with the instructor. It is the student’s responsibility to obtain materials/notes for missed session. Be aware that the graduate catalogue states policy that students must attend 75% of scheduled classes.

**Academic Integrity**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

**Grading System**

A 95-100 = Excellent Work

A- 90-94 = Exceeds Expectations

B+ 85-89 = Good Solid Work

B 80-84 = Meets Expectations

B- 76-79 = Does Not Fully Meet Expectations

C 75-79 = Not Graduate Quality Work

F 74 and below = Unacceptable Work

**Evidence for *Analysis and Action Plan for Capstone Standards***

**1. Teacher Leadership**

Candidate:

* Demonstrates effective ongoing communication, collaboration, and teambuilding
* Facilitates mentoring and coaching with novice teachers
* Promotes educational initiatives that affect student learning
* Participates in professional learning communities

**2. Respectful Educational Environments**

Candidate:

* Facilitates the development of inviting, respectful, supportive, inclusive, and flexible educational communities
* Facilitates and models caring and respectful treatment of individuals within the learning community
* Creates collaborative partnerships with families, schools, and communities to promote a positive school culture
* Demonstrates knowledge and understanding of diverse world cultures and global issues
* Encourages high expectations from all students
* Collaboratively designs and implements curriculum and instruction that is responsive to learner differences

**3. Content and Curriculum Expertise**

* Demonstrates in depth knowledge of curriculum, instruction, and assessment
* Models the integration of 21st century content and skills into educational practices
* Develops relevant, rigorous curriculum

**4. Student Learning**

* Seeks out and uses existing research to inform school practices
* Designs action research to investigate and improve students learning and school policies and practices
* Models technology integration that supports student learning
* Critically analyzes student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

**5. Reflection**

* Promotes an educational culture that values reflective practice.
* Models the development of meaningful professional goals
* Models personal and professional reflection to extend student learning and school improvement

**6. Academic success of students.**

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**Assignments** **% of Final Grade**

On Line Posts (Discussions/Articles) 15

Capstone Reflections Journal 15

Article Summaries 10

IRB Submission / CITI Completion on line/Approval 10

Formative Assessments/Presentation (4 Modules) 20

Annotated Bibliography 10

Action Research 20

(Chapters 1 – 3 & Presentation)

**GWU Academic Calendar** Spring, 2012

http://www.gardner-webb.edu/calendar/academic/index.html

**Assignment Details**

1. **On-line Posts in Discussion Board:** Will be used for students to post responses to cited resources. (**10%)**

**A**) Post **five** original informed opinions to the cited resources posted for the Discussion Board.

**B)** Post **at** **least five** responses to posts by other students to each of the statements/questions/article summaries in BlackBoard.

1. **Capstone Journal Reflections: (weekly)** Students are expected to keep a journal of their capstone process that reflects that reflects each of the NC Professional Teaching Standards. Those standards are listed in the syllabus above. Each week, students will post a reflection from your journal for review by classmates. Reflections as they relate to capstone and NC Teaching Standards will be incorporated in a weekly fast-write. Journals will be submitted at the end of the semester for review. Classmates are to post a total of 5 peer responses to the posted journal reflections according to the posted schedule. (**10%)**
2. **Article Summaries:** Post the citations (urls, journals, etc.) along with a thought-provoking brief summary of **5** articles (one from each of these categories: Educational Assessment; Formative Assessments; Action Research; Performance Assessments/Portfolios; Standards Based Grading. Articles must come from peer-reviewed journals. Article reviews must be posted by designated dates in order for classmates to read for class. These articles will be used in class for discussions and seminars. (**10%)**
3. **Formative Assessment Project:** Students have already completed NCFALCON (North Carolina Formative Assessment Learning Network On-Line Community) in their school district. Each of 4 modules will have been completed by students. Students should bring a copy of their certificate completion of the NC Falcon requirements. Turn in a copy of the certificate for class credit. Each class member should create a Formative Assessments presentation to share with the class. This presentation should focus on how you are incorporating formative assessments in your classroom. Your 15-minute presentation should be interactive and utilize web 2.0 technologies. (NO POWERPOINTS) (**10%**)

***Alternative Assignment: (If you do not have access to NCFALCON)*** *Research best practices in formative assessment and write a summary of two articles in place of each of the four modules discussed above. After summarizing all eight articles, create a Formative Assessment presentation to share with the class. Your 15-minute presentation should be interactive and utilize web 2.0 technologies. (NO POWERPOINTS) (****10%****)*

**IRB Submission and Approval** – Student will complete the Citi training module found on the web site at GWU. From the GWU website, read the Institutional Review Board handbook which is used by the committee to review applications. Then complete Basic Citi Learner portion of the IRB process. Students must show proof of successful completion of the Citi portion with your application. Students will complete and submit an IRB to Gardner Webb University and obtain approval for the Action Research Project. (You either complete this assignment or you do not. Failure to complete the Citi training module will result in the reduction of your grade to the next letter grade. For example if you have an A+, your grade will drop to an A-. You must also have your IRB ready to submit in order to not have your grade reduced by a letter grade. Failure to complete both will result in the reduction of two letter grades. (**10%**)

**Item Analysis Project** – Students will choose the subject area they teach and track progress with a weekly item analysis and lesson analysis report. The end product will be an analysis of how students learn over a six week period. The focus of the lesson analysis report should be on the items analyzed with the goals and objectives of the lessons taught, culminating in an examination of needs for adjustment within the lessons on a weekly basis.

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**Capstone Chapter 2 & begin Chapter 3:** After the development of a research question for extensive study and the writing of Chapter 1, write Chapter 2 (Literature Review) that includes the following:

1. **Chapter 2 – Study of the Problem/Literature Review** 
   * Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
   * Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
   * Literature Review – A thorough review of research related to your topic and your research questions.
   * Causative Analysis – What does the research say are the causes of the problem?
   * Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.

Outline chapter 3 and begin writing:

1. **Chapter 3 – Expected Outcomes and Procedures for Data Analysis** 
   * Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
   * Design of the Study – What kind of study is this?
   * Research Questions – Just copy them from Chapter 1.
   * Methodology
     + Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
     + Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
     + Procedures – How exactly (step-by-step) are you conducting your study?
   * Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose.